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ABSTRACT

In 1992-93, the Washington State Migrant Education Program provided extensive supplementary educational services to an unduplicated count of 12,938 children and youths, from birth to 22 years of age. In this program, state-level management information, database development and maintenance, computer programming, and electronic communications are the functions of the state office of the Migrant Student Record Transfer System. Instructional and support services to students are the prime responsibility of the 70 school districts and 6 special service providers. Individual sections of this report cover the following: (1) state-level administrative activities; (2) the flow of migrant workers in Washington, program sites, and eligible students (by district, year, program category, migrant status, and race/ethnicity); (3) required federal performance data (total students served by grade, gender, age, race/ethnicity, and migrant status, and personnel data); (4) instructional and support services; (5) student achievement data in reading, math, and language arts; and (6) related statewide services and special programs. A statistical summary highlights the year's activities. This report contains a map of program sites, graphs, and many data tables. (RAH)

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PROGRAM FOR
MIGRANT CHILDREN'S EDUCATION
1992-93 WASHINGTON STATE EVALUATION REPORT

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Introduction

The Washington State Migrant Education Program is administered through the division of Instructional Programs in the Office of Superintendent of Public Instruction. Two regional offices operate in Yakima and Mount Vernon through contracts with Educational Service District (ESD) 105 and Northwest ESD 189, with a satellite regional office at the North Central ESD in Wenatchee.

In Washington State, the plan listing the state's specific goals and objectives is published as The Washington State Program for Migrant Children's Education. The plan resulted in a grant award of $12,312,486 to the state of Washington to provide for the instructional and support services for Chapter 1 Migrant children during the 1992-93 school year and following summer.

State-level management information, data base development and maintenance, computer programming, and electronic communications are the functions of the state office of the Migrant Student Record Transfer System (MSRTS) based in Sunnyside. Instructional and support services to students are the prime responsibilities of 70 school districts and six special service providers.

The sections of the report that follow detail the services rendered through each of these service delivery components of the Washington State Migrant Education Program.

Section 1

State-Level Administrative Activities

State Office Programs

The Office of Superintendent of Public Instruction, located in Olympia, is the base for the state migrant education program. This office has four central functions: development of the state plan, approval and funding of local education agency programs, supervision of statewide projects, and monitoring for program compliance. In addition, the state office staff provides training, technical assistance, and supervises interstate activities.

Training efforts are a major part of state-level activities. The responsibility for planning is carried out by the state office, regional offices, and MSRTS staff. Special technical assistance efforts were made in explaining the revised allocation table to be implemented and Student and Program Needs Assessment and Migrant Education Needs Assessment Evaluation System (SAPNA/MENAES) needs assessment documentation requirements. A top priority for inservice activities focused on program development for serving preschool and older youth.

Federal law requires state agencies to evaluate annually the educational achievement of migrant students in basic skills for reading, mathematics, and language arts and advanced skills for reading and mathematics using normal curve equivalent (NCE) units. The MSRTS requires school districts to submit the pretest and posttest total scores of migrant students in reading, mathematics, and language arts as measures of basic skills achievement, and pre- and posttest scores from the reading comprehension and math concepts and applications subtest scores as a measure of advanced reading and mathematics skills. Using the difference between the average pretest NCE and posttest NCE scores for each subject area has enabled the state to measure achievement gains in both basic and advanced skills.

Migrant Education Regional Offices (MERO)

Since September 1985, the Washington State Migrant Education Program has operated two educational regional offices located at ESD 105 in Yakima and Northwest ESD 189 in Mount Vernon, with a field office at North Central ESD in Wenatchee. The offices extend migrant program services to the areas of the state most heavily impacted by migrant labor. Regional office personnel are responsible for inservice education, coordination of state-level projects, facilitation of parent involvement, and materials development and distribution.

Migrant education inservice activities focus on helping school professionals address the specific instructional and support service needs of migrant children. These include curriculum development in the priority areas of reading, math, and oral language development; introduction of instructional strategies for the non- or limited-English speaking student; and assistance in working with at-risk migrant youth in secondary programs. During the time period of July 1, 1992, through June 30, 1993, 144 workshops were conducted by ESD 105 and Northwest ESD 189 MERO personnel. In addition, the staff at both regional offices provided 374 consultations related to instructional improvement throughout the state.

Each regional office also provides special activities for their respective areas of the state. North Central ESD provided coordination of statewide health physicals and services to migrant youth enrolled in MSRTS and in need of medical attention. The clinics contracted for services through North Central ESD and ESD 105.

Staff recognition, which took place during the August Institute, was a major responsibility of the MERO personnel at Northwest ESD 189. In addition, migrant students from throughout the state were nominated and selected to receive awards at the state conference.

Through the ESD 105 MERO, migrant funds were used to sponsor the attendance of two migrant students at the "Space Academy" held during the month of August at the U.S. Space and Rocket Center in Huntsville, Alabama. The purpose of the visit was to stimulate academic achievement and career awareness in the field of mathematics and science.

Migrant Student Record Transfer Systems

The headquarters for the state record transfer system is in Sunnyside. This office is the state link to the national computer network that facilitates the transfer of the educational and health records of migrant children. As a part of its responsibilities, this office coordinates a variety of state-level functions, including verification of enrollment data, compilation of state service reports, and the training of record clerks and terminal operators.

The MSRTS is also responsible for the training of school district personnel in basic operations of the MSRTS, the SAPNA/MENAES, the Secondary Credit Exchange, and the maintenance of health records. This year, MSRTS staff members conducted 196 workshops, 53 on-site consultations, and 1,161 telephone consultations to school district employees or parents on these topics. A total of 776 hours of inservice training was provided to MSRTS staff, which includes administrators, identification and recruitment supervisors, trainers, secretaries/clerks, data entry specialists, and computer programmers.

The task of assuring that student identification and recruitment for the Migrant Education Program is accurate belongs to the Identification and Recruitment (IR) component of the MSRTS. The identification process begins with a series of visits by district and/or state IR staff to migrant families and labor camps. Recruitment specialists determine eligibility, migrant status, and the families' history of moves. A certificate of eligibility is completed for each child or youth meeting the federal requirements. When the information is verified, the new student record is sent to the appropriate local school district, the state MSRTS data bank, and the national record system. An incentive for enrolling on the record system, and another state-level service, is the provision of accident insurance coverage for MSRTS enrollees who attend school. The MSRTS unit in Sunnyside is also responsible for the administration of the insurance program and social service referrals.

State Advisory Committee (SAC)

The primary goal of this committee is to increase the involvement of migrant parents in the education of their children. Language barriers and unfamiliarity with the school system often prevent such interaction. Local parent committees are formed to overcome these problems and to increase communication between migrant parents and school personnel. The Migrant Education State Advisory Committee encourages and assists these local parent groups and represents their interests at the state level.

The committee met six times at various locations in eastern and western Washington during the 1992-93 program year. The state SAC agendas covered formulation and approval of the state plan, examination of the program budget, and review of newly authorized and funded programs. Of special interest were the changes in the federal legislation reauthorizing migrant education and state legislation funding dropout programs.

State Advisory Committee members also participated in numerous state training sessions and all of the major migrant education conferences held this year. These included the August Institute, the Migrant Student Leadership Conference, the National Migrant Education Conference, and the Parent Regional Conference.

Section 2

Eligible Student Population

The definition of an eligible migrant student is specified by law. Two classifications are identified, "currently migratory" and "formerly migratory" defined as follows:

> A **currently migratory child** means a child whose parent or guardian is a migratory agricultural worker or a migratory fisher and who has moved within the past 12 months from one school district to another ... to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.
>
> A **formerly migratory child** means a child who was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child.

Eligibility is initially determined by a migrant education recruitment specialist. A certificate of eligibility is then filed for each child or young adult under age 21 who qualifies under the federal definition and has not been previously enrolled on the record transfer system. The ages of eligibility changed on July 1, 1989, to include all migratory children and youth from ages zero to 22.

After a migrant child is identified and deemed eligible, he or she is assigned an identification number on the MSRTS. A computer record is assembled from eligibility data, and the information is added to the national data bank in Little Rock, Arkansas. The phrase used is "enrollment on the MSRTS." Enrollees on the MSRTS are registered, eligible students but are not necessarily students who enroll in a school. It is important to note that each and every time a child or youth changes location, he or she generates a new computer record. Thus, the number of enrollments on the MSRTS will be larger than the unduplicated counts of eligible students due to intrastate movement.

State Migration Patterns

State MSRTS enrollments vary according to the flow of migrant workers into and across the state. A brief description of this movement and how it affects the eligible population is added here.

Divided by the Cascade Mountains, the eastern and western halves of Washington State display very different geographical characteristics. The eastern part of the state, containing the fertile Yakima, Okanogan, and Palouse Valleys, is the home of the state's largest concentration of migrant laborers. Eastside farm communities, irrigated by the Columbia River, support the state's major fruit, grain, and vegetable crops.

The migrant labor flow into the state follows the Columbia River northward. Starting in the early spring, the first harvest is the asparagus crop. Walla Walla, Franklin, and Benton Counties, in southeastern Washington, are heavily impacted. Workers are also used for fruit tree pruning. The spring and summer vegetable and fruit crops bring the highest numbers of

farm workers to the mid-Yakima Valley from May through September. Fourteen of the 15 school districts in Yakima County support migrant education programs. During the latter part of the summer and early fall, the labor flow moves further northward through Grant, Douglas, Chelan, and Okanogan Counties for the harvesting of one of the nation's largest apple crops.

Three distinct populations of migrant workers are present in the western part of the state. Currently and formerly migratory fishing industry workers cluster in the coastal areas and in Port Townsend on the Strait of Juan de Fuca. Migrant laborers are also present in western Washington during the months of October through December to assist in the harvest of Christmas trees. The largest subset of workers in western Washington is in the Skagit Valley, known for its berry, fruit, and commercial flower crops.

Program Sites

To support a migrant education program, a school district must have a verifiable migrant student population. The presence of eligible children is documented through an area survey completed by a recruitment specialist. When a sufficient number of eligible children and youth is noted, the school district or organization conducts an appropriate needs assessment and makes an application for funds through the state office. During the 1992-93 school year, 70 of the state's 296 school districts received funding for supplementary instructional programs. Figure 1 indicates the 1992-93 program sites across the state of Washington.

The range in program site MSRTS enrollments for the 1992-93 program year is reported in Table 1. The three largest regular school eligible populations resided in or moved through the Pasco (3,269), Yakima (3,178), and Sunnyside (2,172) school districts. The MSRTS enrollments of these districts comprised 31 percent of the state's total eligible students. Eleven additional districts had MSRTS enrollments over 500. In order of size they were Toppenish (1,354), Othello (1,199), Wapato (1,117), Grandview (880), Prosser (852), Wenatchee (756), Kennewick (755), North Franklin (730), Mabton (667), Quincy (663), and Mount Vernon (647). Mid-size programs ranging in enrollment from 100 to 500 numbered 27. Slightly more than one-third of the program sites (24) served under 100 students in the 1992-93 program year.

Eligible Migrant Students

The Washington State MSRTS regular (K-12) school cumulative enrollment for the school districts with September to June programs (1992-93) was 27,781. This represents a seven percent increase over the 25,932 eligible migrant students from fiscal year 1992. While the total number of eligible students remains stable, slight shifts can be detected in each district's enrollment levels. A comparison of 1992 to 1993 cumulative counts in Table 1 shows 22 program sites with declines from 1991 to 1992 and 48 with increases. Figure 2 illustrates that the number of migrant students enrolled in the Chapter 1 Migrant Program has steadily increased each year over the past five years.

The largest numerical increases in enrollments were recorded for Yakima (300), Pasco (151), and Prosser (150).

Figure 1. Geographical Location of Washington State Migrant Programs by School District and County

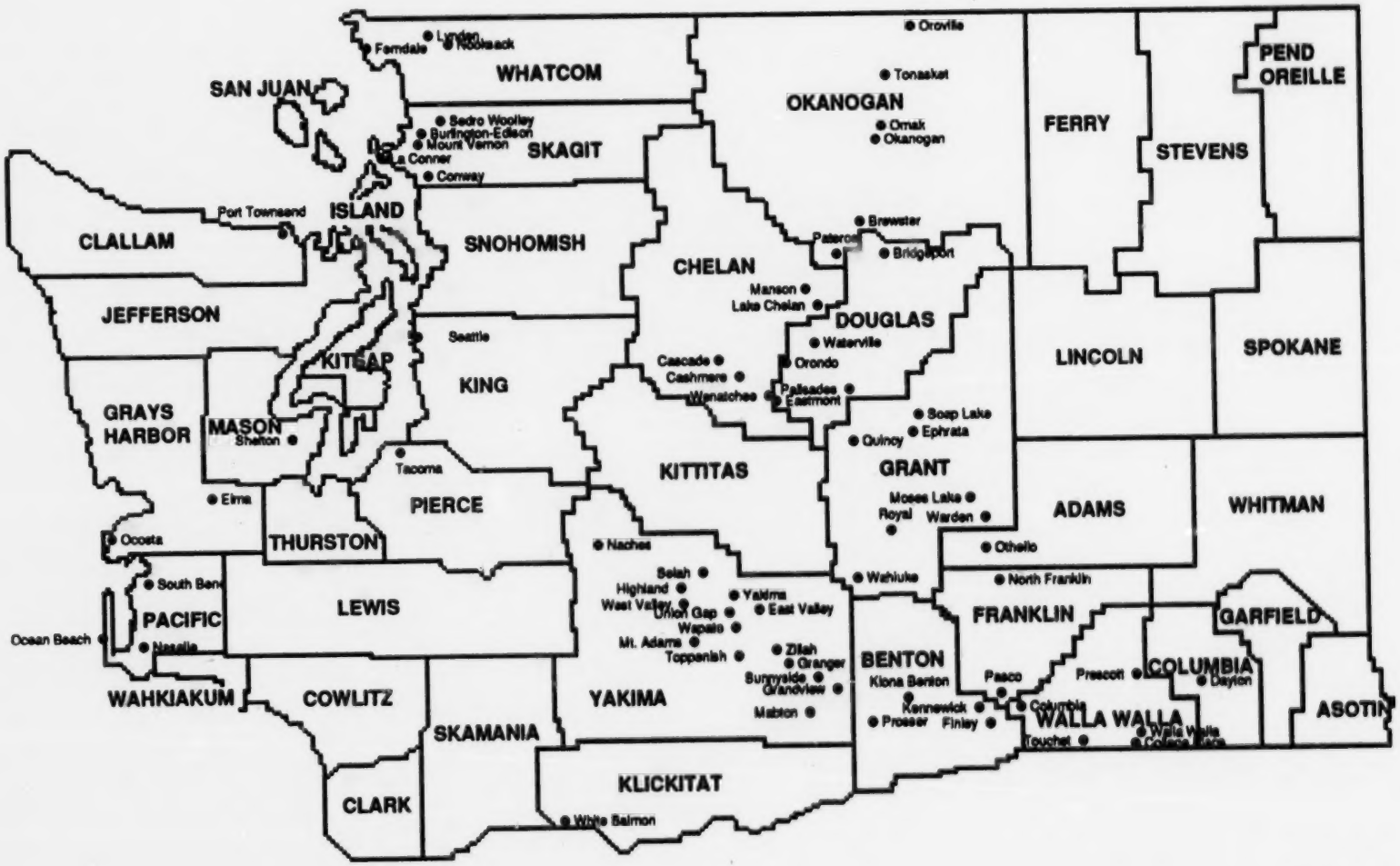


Table 1. Eligible Students--Regular Term, K-12 Population
Two-Year Comparison

District/Project	1991-92 Cumulative Count	1992-93 Cumulative Count	Increase (Decrease)
Brewster	372	506	134
Bridgeport	220	225	5
Burlington-Edison	178	177	(1)
Cascade	68	73	5
Cashmere	93	136	43
College Place	241	218	(23)
Columbia(Burbank)	53	48	(5)
Dayton	96	109	13
Eastmont	258	245	(13)
East Valley	155	142	(13)
Elma	40	0	(40)
Entiat	47	50	3
Ephrata	97	119	22
Ferndale	50	54	4
Fife	36	31	(5)
Finley	44	70	26
Grandview	829	880	51
Granger	490	527	37
Highland	292	365	73
Kennewick	679	755	76
Kiona-Benton	125	131	6
La Conner/Conway	98	90	(8)
Lake Chelan	250	285	35
Lynden	124	166	42
Mabton	693	667	(26)
Manson	285	290	5
Moses Lake	632	640	8
Mount Adams	150	160	10
Mount Vernon	683	647	(36)
Naches Cooperative	111	95	(16)
Naselle	22	38	16
Nooksack	102	93	(9)
North Franklin	714	730	16
Ocean Beach	357	354	(3)
Ocosta	149	147	(2)
Okanogan	75	86	11

(continued on next page)

Table 1. Eligible Students--Regular Term, K-12 Population
Two-Year Comparison (continued)

District/Project	1991-92 Cumulative Count	1992-93 Cumulative Count	Increase (Decrease)
Omak	93	95	2
Orondo	153	160	7
Oroville	172	182	10
Othello	1,144	1,199	55
Palisades	50	42	(8)
Pasco	3,118	3,269	151
Pateros	56	64	8
Port Townsend	53	38	(15)
Prescott	41	90	49
Prosser	702	852	150
Quillayute	0	81	81
Quincy	632	663	31
Royal City	285	335	50
Seattle	163	230	67
Sedro-Woolley	49	92	43
Selah	158	107	(51)
Shelton	136	151	15
Soap Lake	51	57	6
Sunnyside	2,190	2,172	(18)
Tacoma	162	192	30
Tonasket	130	113	(17)
Toppenish	1,272	1,354	82
Touchet	25	38	13
Union Gap	87	78	(9)
Wahkiakum	35	47	12
Wahluke	489	577	88
Walla Walla	454	494	40
Wapato	1,002	1,117	115
Warden	334	327	(7)
Waterville	37	31	(6)
Wenatchee	624	756	132
West Valley (Yakima)	62	51	(11)
White Salmon	92	101	9
Yakima	2,878	3,178	300
Zillah	92	99	7
Total Cumulative Enrollment	25,929	27,781	
Number of Programs	71	71	

Figure 2.

Eligible Migrant Students (K-12)
Comparison of 1988-89 Through 1992-93

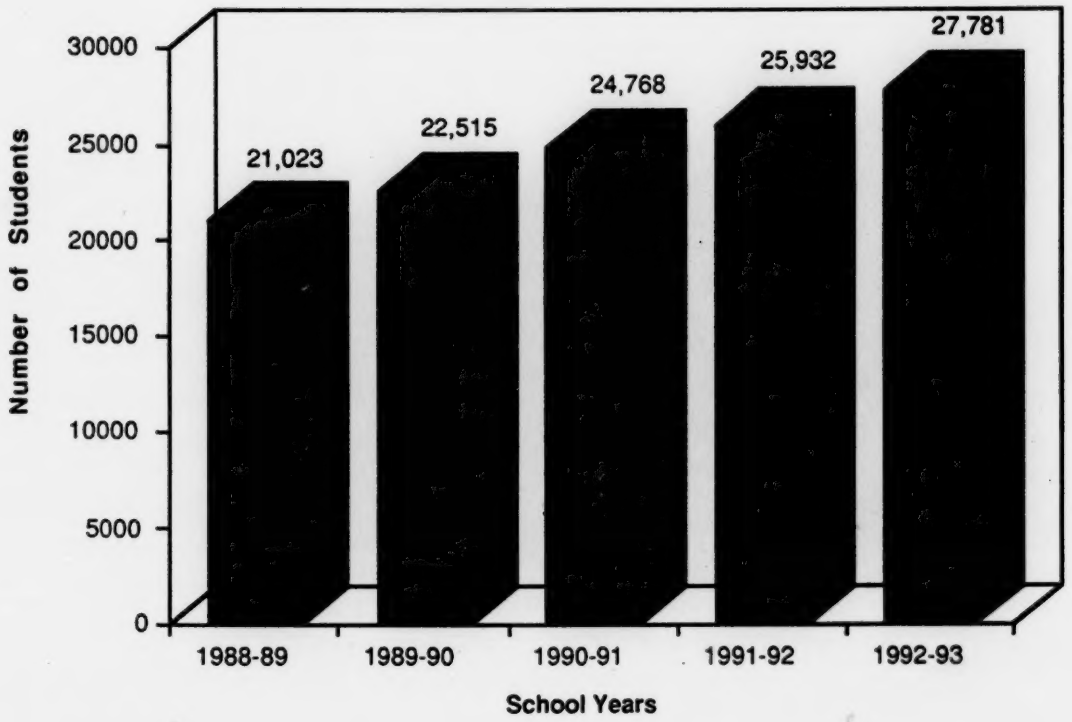


Figure 2 shows the growth that has occurred over the past five years. In 1988-89 there were 21,023 migrant students identified as eligible for Chapter 1 Migrant Program services. By 1992-93 there were 27,781 students eligible for migrant services, an increase of 32 percent over the 1988-89 total of 21,023.

Table 2. Subpopulation Enrollment Summary--Regular and Summer Term

Classification	Regular Term	Summer Term	Total	Percentage[a]
K-12 Programs	27,748	4,291	32,039	72.4
Secondary Credit Exchange (Night School)	270	0	270	0.6
Early Childhood Programs	3,842	0	3,842	8.7
Out-of-School[b]	5,568	463	6,031	13.6
Nonproject Areas[c]	1,881	175	2,056	4.7
Total[d]	39,309 (88.9)	4,929 (11.1)	44,238	100.0

Note. This table represents a breakdown of all migrant eligible students (duplicated count) by service classification by regular and summer terms.

[a]Represents the percent of the total eligible migrant student population by service classification.

[b]Children and youth identified as eligible but not attending a school program.

[c]Eligible children and youth identified in areas that do not have migrant education programs.

[d]Values in parenthesis express the numbers of eligible regular term and summer term students as percentages of row totals. In some cases, percentage totals in this report may not add up to exactly 100 percent due to rounding.

As shown in Table 2, 270 youth (up from 218 in 1991-92) were enrolled and eligible for regular year Secondary Credit Exchange programs, a night school option for secondary-age youth. A total of 3,842 children (down from 4,343) were also enrolled as early childhood program eligibles.

The majority of children identified as eligible and enrolled on the MSRTS (72.4%) were in the K-12 classification during the regular and summer terms. The full listing of all subpopulations by school term is also reported in Table 2.

Table 3. A Decade of State Population Trends

ELIGIBLE MIGRANT STUDENT POPULATION

Program Year	LEAs with Migrant Programs	State School Population[a]	Migrant K-12 Programs[b]	Secondary Credit Exchange	Early Childhood Programs	State Migrant Total
1982-83	57	738,523	15,038	520	2,584	18,142
1983-84	60	736,094	15,950	600	2,327	18,877
1984-85	60	740,817	15,942	638	2,625	19,205
1985-86	62	748,599	16,032	701	2,813	19,546
1986-87	66	761,720	17,293	707	4,341	22,341
1987-88	64	776,646	19,125	884	4,673	24,682
1988-89	61	790,459	21,023	968	4,281	26,272
1989-90	63	809,727	22,515	707	4,075	27,297
1990-91	66	839,307	24,768	475	3,619	28,862
1991-92	70	869,327	25,932	218	4,343	30,493
1992-93	70	896,475	27,781	270[c]	3,842	31,893

[a]Enrollments collected in October of each listed school year from state reports.

[b]These figures are unduplicated counts for the regular school year for migrant students in Grades K-12.

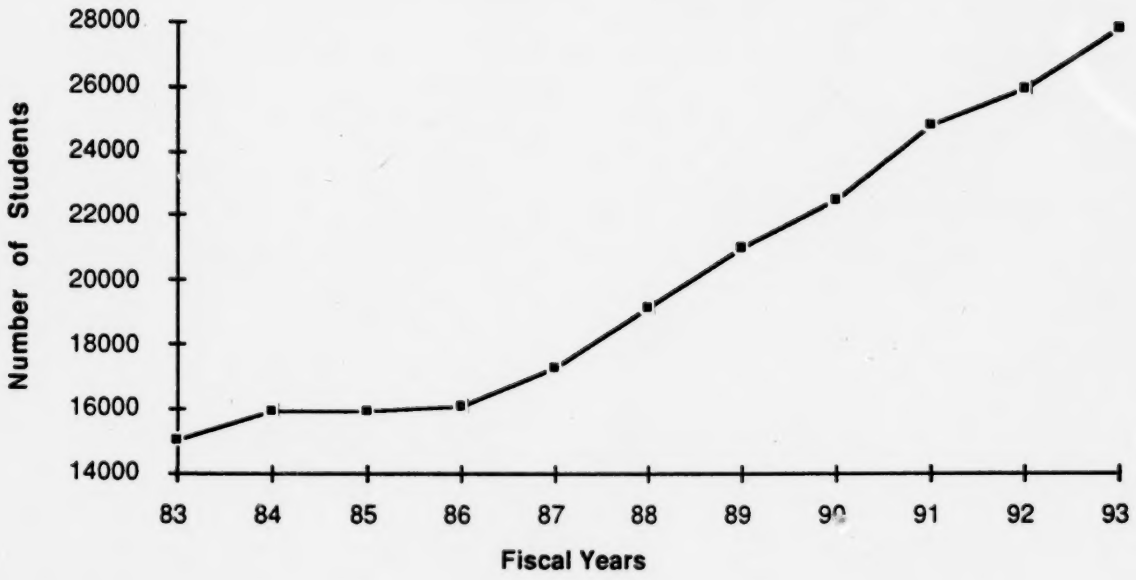
[c]Includes spring night school students only.

MSRTS Enrollment Characteristics Over Time

There has been a steady rise in the number of eligible migrant youth in district programs over the last decade. Table 3 documents this development by providing the figures for the state student population from 1983-1993 for K-12 programs, Secondary Credit Exchange, and early childhood programs, while Figure 3, on page 13, graphically depicts the migrant K-12 student population trend over the past ten years. The Washington State Migrant Education Program is the fourth largest migrant education program in the nation, after California, Texas, and Florida.

Figure 3.

Migrant Student Population Trends (Grades K-12), 1983 Through 1993



Migrant Status

For statistical purposes state enrollment data are also cross tabulated by migrant status. The combinations of characteristics resulting in the six status categories are defined as follows:

Status I	Interstate Agricultural (currently migratory)
Status II	Intrastate Agricultural (currently migratory)
Status III	Formerly Migratory (agricultural)
Status IV	Interstate Fishing (currently migratory)
Status V	Intrastate Fishing (currently migratory)
Status VI	Formerly Migratory (fishing)

Table 4. Regular School Enrollees by Migrant Status, K-12 Population

Program Year	Status I	Status II	Status III	Status IV	Status V	Status VI	Total
1982-83	4,485	3,211	6,851	133	92	266	15,038
1983-84	4,502	3,525	7,446	52	70	355	15,950
1984-85	4,474	3,483	7,524	69	46	346	15,942
1985-86	4,341	3,490	7,762	64	44	331	16,032
1986-87	4,731	4,126	7,933	120	83	300	17,293
1987-88	5,705	4,311	8,573	111	93	332	19,125
1988-89	6,534	4,098	9,819	92	113	367	21,023
1989-90	6,494	3,955	11,519	73	114	360	22,515
1990-91	6,959	3,733	13,389	155	131	371	24,768
1991-92	6,596	3,798	14,795	155	185	403	25,932
1992-93	7,605	3,943	15,462	173	183	415	27,781
Percent Increase over 11-year period	70%	23%	126%	30%	99%	56%	85%

Note. This table represents the number of migrant students eligible to receive services in each of the six migrant status categories from 1983 through 1993. A description of each status category is on page 13.

Table 4 shows the number of K-12 migrant students enrolled in each status by year. Student enrollment increases over the past eleven years (1982-83 to 1992-93) in each migrant category are shown at the bottom of Table 4. The greatest eleven year gains are in Status III (126%) and Status V (99%) with the greatest 11-year numerical gain (8,611) in Status III.

Of the total migrant K-12 student population in 1992-93, Status III students made up 55.5 percent of the total, whereas Status III students constituted only 45.5 percent of the migrant student total in 1982-83. This trend suggests that a much greater percentage of migrant students receiving Chapter 1 Migrant services comes from formerly migratory families which have settled out.

All but one of the migrant status categories showed an increase in the number of students enrolled; Status V showed a decrease of two students. The total number of migrant students increased by 1,849 students from 1991-1992 to 1992-93, and has increased by 12,743 students over the past 10 years.

Racial/Ethnic Classification

The racial/ethnic group classifications of Washington State migrant children and youth for the years 1983-1993 are presented in Table 5. The total Hispanic category has grown from 80 percent of the total migrant student enrollment to 95 percent in ten years. The number of regular school enrollees in the Hispanic category itself increased by 7.9 percent this past year. The "White" student classification represented 3.7 percent of the total regular school migrant enrollees and continues to decrease each year. The 1992-93 school year showed a decrease of 62 students in this category. For nine years, figures have been available for migrant students classified as Asian. After an initial three-year increase, the number of Asian migrant students has continually declined. The American Indian migrant student population has remained relatively stable over the past six years, while the Black migrant student population has decreased to only twelve students.

Table 5. Regular School Enrollees by Racial/Ethnic Classification, K-12 Population

Program Year	White	Hispanic	American Indian	Asian*	Black	Total
1982-83	2,460	12,048	160	0	29	15,038
1983-84	2,371	13,094	153	260	23	15,950
1984-85	2,260	13,184	159	321	18	15,942
1985-86	1,842	13,683	137	351	19	16,032
1986-87	1,797	14,951	188	342	15	17,293
1987-88	1,746	16,833	244	278	24	19,125
1988-89	1,485	19,068	242	211	17	21,023
1989-90	1,236	20,870	235	167	7	22,515
1990-91	1,222	23,154	251	103	8	24,768
1991-92	1,078	24,477	268	98	11	25,932
1992-93	1,016	26,402	259	92	12	27,781

*Data on migrant students classified as Asian were not available until the 1983-84 school year.

Section 3

ESSIA Chapter 1 Federal Performance Report Data

Section 2 of this report described the state's migrant student population, documented the number of migrant children enrolled in MSRTS, and gave a state program overview. Although MSRTS-enrolled children are those deemed eligible to receive program services, the limitation of program dollars makes it impossible for all eligible children to be served in migrant education programs. Further, not all migrant children are below grade level or in need of special services, and some children are served by other special programs necessary for supplemental education. This section presents an account of the number of children who actually received instructional or support services through the migrant education program during the 1992-93 school year.

The technical amendments to federal reporting require state education agencies to collect three types of information about participants served during both the regular and summer terms. In addition to duplicated and unduplicated counts by grade, states are required to classify the service population by age, gender, and racial/ethnic categories. The current state reporting system allows reports to be produced according to these specifications.

Federal requirements for data collection for the migrant education program are distinctly different from other federal programs, including the Chapter 1 Regular program. The current United States Department of Education interpretation of a "served" migrant child is one who has received an instructional and/or support service at any time during the current fiscal year. In the served category, each child is counted once if enrolled in the regular term regardless of the number, type or duration of service, or the number of school districts in which he or she has been served. A child is also counted once for the summer term if he/she received instructional or support services during the summer months. Because of this unique federal specification for counting service, the reader is cautioned against comparing these service counts with other state-level program performance reports. Since the migrant "served" figures represent students who have received instruction or support services, these numbers would be inappropriate as a basis for selecting migrant children to participate in a testing program.

This section (Section 3) details the information as requested by the United States Department of Education. Section 4, that follows, separates instruction and support services totals to further analyze percent of eligible students served by the migrant program.

Table 6. Total Students Served (Unduplicated) by Grade and Gender Regular and Summer Term

Grade	Male	Female	Grade Total	Percent of Total Served[a]
Pre-K	861	829	1,690	13.1
K	623	597	1,220	9.4
1	683	666	1,349	10.4
2	656	620	1,276	9.9
3	651	534	1,185	9.2
4	520	481	1,001	7.7
5	434	348	782	6.0
6	405	337	742	5.7
7	378	309	687	5.3
8	332	297	629	4.9
9	424	333	757	5.9
10	383	258	641	5.0
11	297	226	523	4.0
12	191	157	348	2.7
Ungraded	82	22	104	0.8
Out-of-School	1	3	4	0.0
Total	6,921 (53.5)	6,017 (46.5)	12,938	100.0

[a]Percent of male and female students served by the migrant program in each grade level during the regular and summer terms.

Characteristics of Children Receiving Service

Table 6 shows that the total number of migrant students served during the combined regular and summer term was 12,938 during the period from July 1, 1992, through June 30, 1993. The total unduplicated regular and summer term count includes 6,921 males and 6,017 females. The highest concentration was at the "Pre-K" level, where 1,690 children received either instructional or support services. The majority of the children served were in Grades Pre-K to six.

Age of Program Participants

Table 7 shows the number of regular and summer term migrant students by year of birth and age. Services were primarily given to students aged five to 14. Over 70 percent of the served population fell into this age range. Although the law now allows service to age 22, only five percent of the state's students were 18 years of age or older. Similarly, less than three percent of the served migrant student population was age two or under.

Table 7. Total Students Served (Unduplicated) by Age--Regular and Summer Term

Year of Birth	Age	Number of Students	Percentage[a]
1970	22	6	<0.1
1971	21	25	0.2
1972	20	104	0.8
1973	19	160	1.2
1974	18	370	2.9
1975	17	517	4.0
1976	16	519	4.0
1977	15	580	4.5
1978	14	617	4.8
1979	13	665	5.1
1980	12	709	5.5
1981	11	750	5.8
1982	10	840	6.5
1983	9	1,011	7.8
1984	8	1,094	8.5
1985	7	1,241	9.6
1986	6	1,273	9.8
1987	5	1,034	8.0
1988	4	629	4.9
1989	3	464	3.6
1990	2	237	1.8
1991	1	49	0.4
1992-93	>1	44	0.3
Total		12,938	

[a]Represents the percentage of the total Chapter 1 Migrant students served by year of birth and age.

Race/Ethnicity

Of the 12,938 students receiving Chapter 1 Migrant services, 12,499 or 97 percent were Hispanic and 390 or 2.5 percent were White. American Indian or Alaskan Native, Asian or Pacific Islander, and Black students together comprised less than one percent of the served migrant population.

Table 8. Total Students Served (Unduplicated) by Race/Ethnicity Regular and Summer Term

Race/Ethnicity	Number of Students[a]	
American Indian or Alaskan Native	77	(0.6)
Asian or Pacific Islander	36	(0.3)
Black	1	(<0.0)
Hispanic	12,499	(96.6)
White	325	(2.5)
Total	12,938	(100.0)

Note. Descriptions of the race/ethnicity classifications are available through the Assessment and Integrated Curriculum section in the Office of Superintendent of Public Instruction.

[a]Parenthetical values express the percentage of total students served by racial/ethnic category.

Table 9. Total Students Served (Unduplicated) by Migrant Status Regular and Summer Term[a]

	Status I	Status II	Status III	Status IV	Status V	Status VI	Total
Total Served	4,861	1,823	5,886	78	86	204	12,938
Percent Served	37.5	14.1	45.5	0.6	0.7	1.6	100

[a]Definitions of migrant status appear on page 13.

Migrant Status

The served population may also be viewed by migrant status. The status of the 12,938 individuals in the state-served count is provided in Table 9. The status of a migrant student may change in the course of a 12-month period. The status at the time of the initial migrant education funded service was used in this analysis.

Individuals classified as Status III represent the greatest percentage (45.5% or 5,886 students) of the served population. Of the total migrant served population in 1992-93, a greater percentage of Status III students were served indicating that more migrant families may be settling out. During this same period of time, the percentage of Status I students increased by three percentage points while the number of Status II students decreased by two percentage points 1992-93.

The number of children of agricultural workers (Status I, II, and III) far exceed the number of children of fishers in this service population. Ninety-seven percent of those served were agriculturally based, while only three percent are children of fishers. As suggested by law, service priority is to be given to currently migratory individuals within Status I, II, IV, and V.

Staffing

Table 10 includes all personnel hired using migrant education funds during the regular term. During the past program year, Washington school districts hired a total of 858 persons for various full- and part-time positions within migrant education programs. This represents an increase of 29 Full-Time Equivalent (FTE) positions from 1991-92. Across all classifications, there were 311.9 FTEs in 1992-93, down from 316.9 in 1991-92. Of this number, 196.5 FTEs were paid by migrant education funds, and 115.4 FTEs were paid by other sources. In 1992-93, there were seven fewer FTEs funded with non-migrant sources than in 1991-92, while the number of migrant funded FTEs decreased by two.

Table 10. District Level Migrant Program Staff--Regular Term

Position	One FTE[a] Equals	Total[b] Number	Migrant Funded FTE	Non-Migrant[c] Funded FTE	Total FTE
Administrators	Contract	66	7.0	12.4	19.3
Teachers	1,080 hrs.	221	49.3	54.6	103.9
Counselors	1,080 hrs.	24	2.5	8.9	11.4
Curriculum Specialists	1,080 hrs.	3	0.1	1.1	1.2
Aides/Tutors	2,080 hrs.	312	82.3	17.7	100.0
Record Clerks	2,080 hrs.	79	21.1	1.3	22.4
Secretaries	2,080 hrs.	33	4.2	11.1	15.3
Health Staff	Contract	22	3.2	1.9	5.1
Home Visitors	2,080 hrs.	87	23.8	5.9	29.7
Other Staff	Contract	11	3.2	0.5	3.7
Total		858	196.5	115.4	311.9

[a]Hours per FTE for the various staff positions.

[b]Represents the total number (headcount) of staff employed to serve the migrant education program.

[c]Full-time equivalent staffing units funded by sources other than funds allocated for the migrant program.

Section 4

Instructional and Support Services

The main purpose of the migrant education program is to provide supplementary education services to eligible migrant children and youth. In addition, the program allows support services such as counseling and medical services to be rendered. The combination of instructional and support services differs by child. While the school district program and delivery system may be very different in each setting in which the child is instructed, one common factor overrides--the service delivered through migrant education is to supplement the services delivered through the child's basic education program.

Accounting for instructional and support services poses a challenge to school district and state program managers. To account for variations in delivery across sites, the unit of analysis must be the number and type of services rendered, not the number of children who receive service, as used for federal accounting purposes. To accomplish this, the state of Washington uses the state MSRTS. The file structure allows both duplicated and unduplicated counts of children and services.

For consistency with the eligibility data and categories described in Section 2, the number of students served by subject is listed by general student classification in Table 11. These numbers are duplicated by district as well as by term of service. For example, an eligible fifth grade child served in Wapato in reading during the regular school term and in Yakima during a summer school program will be counted twice.

Table 11. Migrant Instructional Services by Student Classification Regular and Summer Terms (Duplicated Count)

Classification (by Grade)	Reading	Language Arts	Readiness	Math	Other
Pre-K, K	416	1,035	2,343	453	2,292
1-6	4,534	5,850	83	2,995	1,046
7-12	473	1,839	0	597	2,225
Ungraded	4	93	0	5	79
Totals	5,427	8,817	2,425	4,050	5,642

Note. Table 11 reports the number of migrant students by grade level who received instruction in each of the instructional areas during the regular and summer terms. The "Other" category includes tutorial elementary, tutorial secondary, Portable Assisted Study Sequence (PASS), General Educational Development/High School Equivalency Program (GED/HEP), Health Education/Safety, Computer Literacy, Disabled, and Multi-Cultural Education.

Table 12. Service Count (Duplicated and Unduplicated) by Subject and Term

Subject	Regular	Summer	Duplicated Totals	Unduplicated[a] (By State)
Reading	3,185	2,242	5,427	4,811
Math	1,722	2,328	4,050	3,773
Language Arts	5,881	2,954	8,835	7,815
Readiness	1,885	550	2,435	2,324
Tutorial Elementary	654	525	1,179	1,141
Tutorial Secondary	1,564	72	1,636	1,623
PASS	419	112	531	507
GED	73	45	118	113
Totals[b]	15,383	8,828	24,211	22,107

[a]Unduplicated count of students receiving services within a designated instructional area.

[b]Totals reflect a duplicated count because students may receive services in more than one subject.

According to Table 12 reading and language arts predominated as the subjects most often prescribed for migrant children during the regular term. This predominance is also reflected in both the duplicated and unduplicated counts of students. During the summer term the numbers of students served in reading (2,242), math (2,328), and language arts (2,954) were similar. It is also interesting to note that the summer program was substantial in size, as the number of migrant students served (8,828) during the summer term was equivalent to over 57 percent of the number of migrant students served during the nine month regular term.

Table 13. Support Services (Duplicated and Unduplicated) by Term

Subject	Regular	Summer	Duplicated Totals	Unduplicated[a] (By State)
Counseling	1,570	234	1,804	1,779
Health	184	18	202	200
Dental	144	11	155	154
Nutrition	50	634	684	682
Transportation	632	1,228	1,860	1,812
Totals[b]	2,580	2,125	4,705	4,627

[a]Reflects the unduplicated count of students receiving services within a designated support service category.

[b]Totals reflect a duplicated count because students may receive service in more than one support service category.

Table 13 displays the distribution of support services to Chapter 1 migrant students during the period July 1, 1992 through June 30, 1993. According to the data displayed in the table, counseling and transportation services were the most used services during 1992-93 regular term, with nutrition and transportation being the major focus during the summer term. It is also notable that the number of migrant students served during the summer term (2,125) was only a few hundred students less than the number of students served during the regular school term (2,580).

Section 5

Student Achievement

Chapter 1 Evaluation and Reporting System (CHIERS)

The evaluation system currently in use for Chapter 1 Regular programs is a set of uniform procedures for describing project variables and measuring student achievement. To evaluate the effectiveness of Chapter 1 programs, each school district operating a program uses a standardized test to review student achievement at two points in time. School districts have the option of selecting the test and the testing interval. In the Chapter 1 evaluation system, the norm-referenced achievement model is call Model A. Students are tested within two weeks on either side of the selected test's empirical norm dates. The differences between the pretest scores and the posttest scores are reported in a common metric called normal curve equivalents (NCEs).

Model A measures the academic gains that result from the instruction provided by Chapter 1 over and above regular classroom instruction. With only regular instruction, children are expected to improve their position relative to the norm group.

Because of language barriers and student mobility, only a very small portion of the students served in the migrant program can be pre- and posttested following the CHIERS Model A. Usually only the least mobile and most English-proficient children are tested under the CHIERS guidelines. Therefore, while some students may be tested under these guidelines, they are not likely to be representative of the typical student served by the program.

Achievement Information

The 1991-92 federal annual performance report called for achievement information on all current and former migrant children served through Chapter 1 Migrant funded education programs. The national MSRTS in Littlerock, Arkansas, recently provided all states with 1991-92 achievement information which had been entered into their system.

What appears in Tables 14 and 15 is the achievement data on migrant served students which were provided by the national MSRTS in Littlerock. Because the numbers of students tested at each grade level are so small, it is not appropriate to generalize the results to the larger population of migrant students.

Table 14 lists achievement information for currently migratory children who received instruction during the regular school year and were tested at one point in time. The unit for reporting achievement is the average NCE score on standardized tests for basic skills in reading, mathematics, and language arts and advanced skills in reading comprehension and mathematics concepts or problem solving.

Table 15 contains average NCE scores for formerly migratory students who were both pre- and posttested with the same standardized achievement test.

Table 14. Achievement Data for Served Currently Migratory Students During the Regular Term--One Point In Time

	Basic Skills						Advanced Skills			
	Reading		Math		Language Arts		Reading Comp		Math Problem	
Grade	Number Tested	Avg NCE	Number Tested	Avg NCE	Number Tested	Avg NCE	Number Tested	Avg NCE	Number Tested	Avg NCE
2	141	21.9	115	30.5	117	18.6	40	25.1	29	28.1
3	102	25.1	102	30.8	79	22.3	27	22.2	28	24.0
4	96	22.2	90	28.1	92	19.2	18	24.9	15	35.0
5	84	27.6	84	33.6	53	29.2	36	33.6	32	32.6
6	70	23.0	63	29.9	53	18.1	24	28.7	21	37.4
7	67	25.6	57	31.7	57	29.0	12	20.0	8	34.9
8	61	20.4	60	26.7	52	22.8	11	16.7	6	25.1
9	35	26.4	24	31.6	27	23.7	17	22.6	7	36.2
10	24	27.4	23	31.0	16	23.4	8	36.3	5	38.7
11	18	29.4	18	33.7	18	29.4	7	33.3	4	39.7
12	4	12.5	5	35.6	5	19.3	1	44.1	0	–

Note. The values represent average NCE scores by grade level for basic skills in reading, mathematics, and language arts and advanced skills in reading comprehension and mathematics problem solving for students enrolled during the regular term. The average NCE for each subject area is calculated using the most recently recorded NCE score for each student.

Table 15. Achievement Data for Served Formerly Migratory Students' Non-Sustained Gains During the Regular Term–Two Points In Time

Basic Skills

Grade	Reading				Math				Language Arts			
	Number Tested	Pre NCE	Post NCE	Gain (+/-)	Number Tested	Pre NCE	Post NCE	Gain (+/-)	Number Tested	Pre NCE	Post NCE	Gain (+/-)
2	59	25.0	21.8	-3.2	44	30.6	28.4	-2.3	47	25.4	19.9	-5.6
3	52	20.4	23.1	2.7	45	27.4	27.8	0.4	39	14.5	18.8	4.3
4	57	20.9	24.8	3.9	51	21.8	25.4	3.6	48	19.2	21.8	2.6
5	41	31.4	28.5	-2.9	40	28.0	32.7	4.7	33	27.5	28.8	1.3
6	42	23.6	25.3	1.7	33	25.4	25.0	-0.4	33	22.2	21.2	-1.0
7	30	24.4	26.9	2.5	29	31.4	35.0	3.6	29	25.6	29.7	4.2
8	20	19.9	18.2	-1.7	20	32.1	30.2	-2.0	18	26.0	20.6	-5.4
9	30	26.5	29.2	2.7	26	30.5	27.1	-3.4	29	26.8	24.1	-2.7
10	18	29.4	29.0	-0.4	16	38.3	33.5	-4.8	15	24.7	24.4	-0.3
11	3	30.2	28.6	-1.6	2	21.5	31.0	9.5	2	24.9	27.5	2.6
12	0	–	–	–	0	–	–	–	0	–	–	–

Note. The values represent the average pretest and posttest NCE scores for basic skills in reading, mathematics, and language arts for formerly migratory students tested at two data points. Gain scores may not equal exact difference between pre- and posttest scores due to rounding.

Section 6

Statewide Services and Special Programs

Program services reach the migrant child and family in ways other than by direct service from local school districts. Other service providers whose target areas are regional or statewide include the two MEROs and special statewide projects funded through school districts and non-profit organizations. These programs offer services for health care, for at-risk students, and for preschool preparation. What follows is a brief description of some of these services provided to migrant children through special projects which operated during the 1992-93 school year.

Migrant Student Health Care

Under a contract with the North Central ESD, health screenings, examinations, and services to the migrant children were provided statewide. A total of 3,013 students (unduplicated count) were served. Many of these students were referred to doctors, dentists, and opticians for further evaluation, including eye referrals, glasses, ear problems, dental treatment, medical treatment (including surgery), and for prescriptions.

The North Central ESD employed one health care professional who is responsible for ensuring that migrant students statewide have access to adequate health care. Health care for migrant students remained a statewide priority during the last contract year (July 1, 1992, through June 30, 1993).

Health services and physical examinations were provided to migrant students from 31 school districts. The population which received the majority of health services was currently migratory students from Status I and Status II. Of the 3,013 migrant students served, 1,739 (57.7%) were students from Status I, 710 (23.6%) were from Status II, and 490 (16.3%) were from the Status III category. The remaining 74 students were spread across Status categories IV,V, and VI.

Portable Assisted Study Sequence (PASS)

The PASS program has been operating in Washington since June 1981. It is aimed at serving the needs of credit-deficient students to prevent them from dropping out of school. The PASS program allows students to earn full or partial high school credit by successfully completing coursework which is sequenced, graded, and applied toward high school graduation.

The PASS statewide independent study program is operated and coordinated by Prosser School District. Migrant high school students throughout the state are sent course packages from Prosser. Counselors, tutors, and teachers at local districts monitor progress, assist with problems, and often provide tutorial support to students. Students must be enrolled in a local school district to be eligible for PASS correspondence courses.

Each PASS course adapted for use with migrant students is divided into five discrete instructional units. If a student moves, he or she can take the portable learning package along

to finish at another site. Continuous contact is maintained between the PASS coordinator and the local school contact. Transcripts listing completed course credits are transferred from the Prosser School District to the student's school. In reporting its services, the PASS program counts students and the number of courses in which any student enrolls (course enrollments).

In its twelfth year of operation, the PASS program recorded 1,043 course enrollments from July 1, 1992, through June 30, 1993. These course enrollments represent 767 students. Out of this total, 324 (42%) were currently migratory students, and 443 (58%) were formerly migratory students who had settled out. Fifty-one percent of the program's participants were male, and 49 percent were female.

One of the major goals of the PASS program is to help migrant students graduate from high school. In 1992-93, 115 PASS students graduated from high school. This was an increase of 36 students over the 1991-92 period.

The PASS program was also used by night schools serving 87 students (up from 58 in 1991-92) and summer schools serving an additional 169 students (down from 199 in 1991-92). In a continuing effort to prevent high-risk students from dropping out of school, the PASS program was adapted for use with a selected number of non-migrant youth. This segment of the program, which was not paid for with migrant education funds, served 498 students, a decrease of 25 students from a similar program in 1991-92.

Secondary Credit Exchange

Another effort aimed at assisting students to achieve high school graduation is the Secondary Credit Exchange. Migrant students in the upper grades have special problems and the dropout rate is high. Many older students work in the fields before or after classes. Oftentimes, they have the responsibility of caring for younger siblings. When these factors are combined with high student mobility, it is understandable why high school graduation is not always within reach of this segment of the migrant student population.

The Secondary Credit Exchange facilitates the accumulation of high school course hours for classes taken while in Washington schools. Night school instructional course hours are transferred to the student's home-base school, which decides whether the instruction will count toward credits and local graduation requirements. Of the 5,478 secondary students enrolled through MSRTS, 2,858 students were served in the Secondary Credit Programs.

Project Success

Project Success is a program designed to assist school districts in the development, implementation, and coordination of migrant education programs in secondary and alternative schools. The objective of the program is to address the at-risk factors of migrant students to prevent them from dropping out of school at the secondary level.

The Project Success office also acts as liaison for Secondary Credit Exchange programs and provides scholarship information services.

Project Success served 29 LEAs during the 1992-93 school year. In addition Project Success provided referral service for post secondary financial aid to over 685 secondary students and information about education/vocational opportunities to over 800 secondary students.

Preschool Preparation Programs

A key factor in a successful basic education program is the early childhood experience. The Washington State Migrant Education program funds special programs to serve preschool age migrant children.

The Educational Institute for Rural Families (EIRF) operates a preschool program for children of migrant and seasonal farm workers. The program operates from April through October (one location operates a year-round program) and serves preschool students in Pasco, Connell, Benton City, and Basin City. The EIRF project utilizes the "Creative Curriculum" program to prepare the migrant children for the public school experience. The goals of the project are to advance children in pre-academic skills and to help children become functionally bilingual in English and Spanish through the use of a developmentally appropriate program.

The EIRF program served a total of 616 preschool and kindergarten-aged children during the 1992-93 school year. In addition to migrant education funds, the program received funding through the United States Department of Agriculture to serve the health and nutritional needs of preschool migrant children. The EIRF also sponsored monthly parent meetings which focused on developing good parenting skills and providing basic information about the program.

The Washington State Migrant Council (WSMC) program is the state's largest preschool provider for migrant children. In its eleventh year of operation, the WSMC served 3,226 migrant preschool children. The WSMC operating sites include: Mabton, Toppenish, Walla Walla, Sunnyside, Wishram, Pasco, Moses Lake, Othello, Mount Vernon, Quincy, Wapato, Granger, Grandview, Lynden, College Place, Mattawa, and Burlington.

The WSMC is a full-day preschool program which begins at 6:00 a.m. and operates until 5:00 p.m. daily. The program operates at full capacity from April 15 to September 30 with some operational sites functioning at other times during the year. The focus of instruction is on bilingual and bicultural education with an emphasis on school readiness. In addition to Chapter 1 Migrant Education funding, the program also receives funds from Migrant Headstart and the Department of Social and Health Services.

Summary

Extensive supplementary educational services were rendered to the children of migrant laborers in the state of Washington during program year 1992-93. The following statistics highlight the year's activities.

- 39,309 children and youth in all classifications were eligible for service and were registered on the MSRTS during the regular school term.
- 4,929 children and youth in all classifications were eligible and registered on the MSRTS during the summer session.
- Using the current federal definition of "served" (instruction and/or support combined), 12,938 individuals (unduplicated) were served during fiscal year 1993.
- 70 school districts in the state operated migrant education programs and served children in instructional programs.
- 5,427 students were served in reading.
- 2,435 students were served in readiness.
- 8,835 students were served in language arts.
- 4,050 students were served in mathematics.
- 858 persons were employed by migrant education in the state of Washington during the regular term and 465 during the summer term in the 1993 fiscal year.
- The MSRTS staff conducted inservice workshops for over 568 school district employees.
- Personnel from the two regional migrant education resource centers (MEROs), established in ESD 105 and Northwest ESD 189, presented 144 specialized workshops for school district staff, parents, and other educators and community members.
- Physical examinations, including dental, visual, and medical screening, were provided to 3,013 children.
- 3,226 preschool children were served in supplementary education programs through contracted preschool providers (EIRF and WSMC.)
- The PASS program provided coursework to 767 high school students and helped 115 students graduate from high school in 1992-93.

Requests for additional information on the

Washington State Migrant Education Program should be directed to:

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